DOCUMENT RESUME

ED 146 463 CG 011 862

AUTHOR Schultz, Ernest G.; Middleton, William T.
TITLE This is Your Life.
INSTITUTION Simi Valley Unified School District, Simi, Calif.
NOTE 28p.; Paper presented at the Annual Meeting of the California Personnel and Guidance Association (San Francisco, California February 18-21, 1977); For related documents see CG 011860, CG 011861, CG 011863

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS *Autoinstructional Aids; *Career Planning; Counselors; Decision Making; *Employment Counselors; Guidance; Guides; High School Students; *Occupational Choice; Resource Materials; Secondary Education; *Student Development; *Vocational Counseling

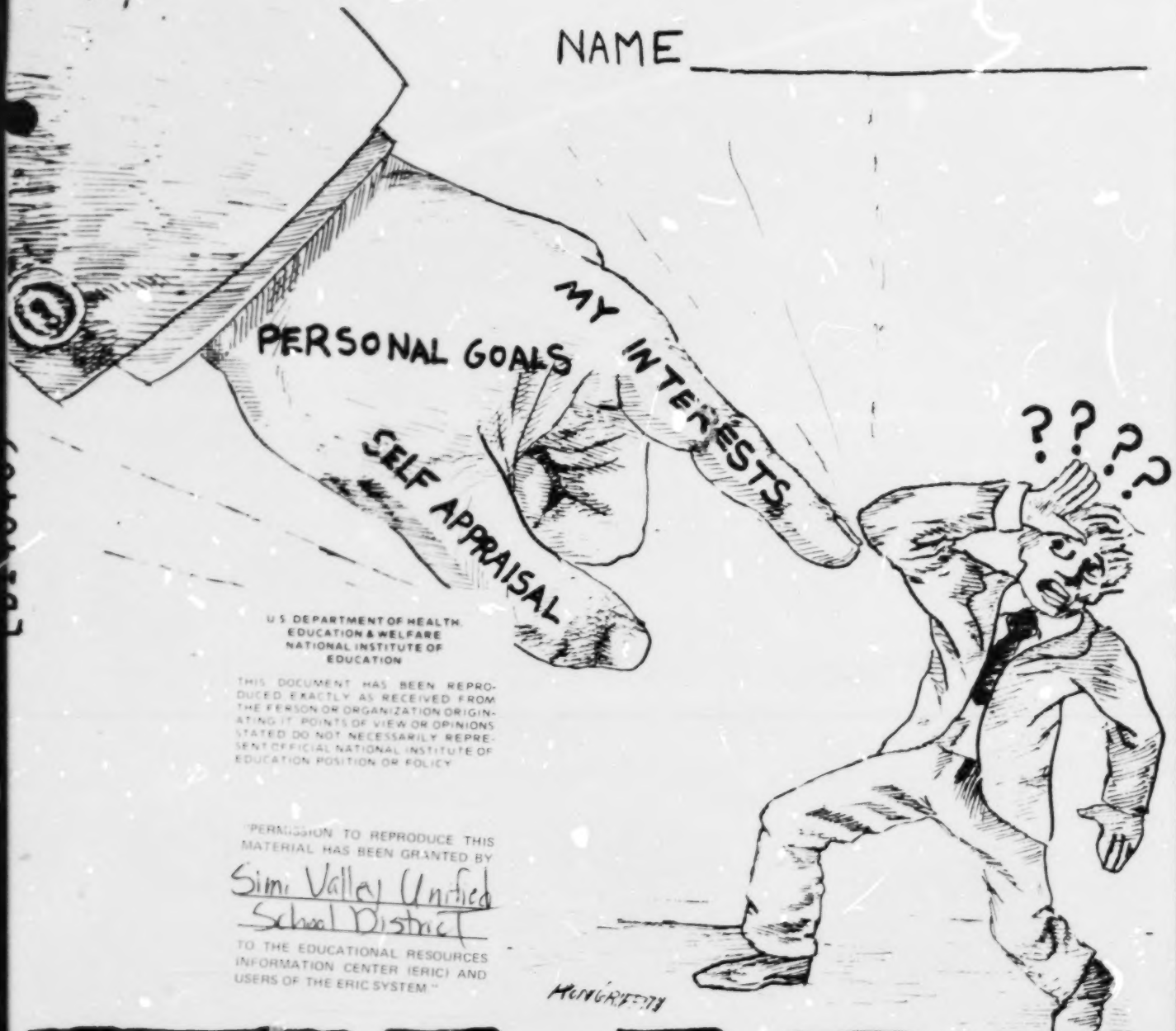
ABSTRACT

This booklet is a self-study course in career planning designed for high school students. After completing it, the student should be better prepared for a conference with a Work Experience Counselor. The packet contains some information about career choice, but the bulk of it consists of self-evaluative activities. These range from simple tests of academic skill to questions about goals and personality characteristics. The student is asked to consider his own likes, dislikes and experiences in planning for the future. Once completed, the booklet should provide a good basis for counselor-student discussions. (BP)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

#1

NAME _____



U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Simi Valley Unified School District

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

THIS IS YOUR LIFE

"T H I S I S Y O U R L I F E"

"THIS IS YOUR LIFE" is a self study course on career planning, used in conjunction with the Career Guidance Program at Royal High School.

DESCRIPTION OF COURSE MATERIALS

These materials consist of 4 lessons which are to be completed in sequence. After completion of this packet, you are required to have an individual conference with the Work Experience Counselor. These 4 lessons must be completed and turned in by _____.
A conference is to be arranged prior to_____.
It is your responsibility to arrange the conference. Failure to do so will probably result in a No Grade. This conference allows the Counselor an opportunity to counsel you on your career choice problems, interpret test results, and help you apply this new knowledge about yourself in a meaningful way.

Ernest G. Schultz
Work Experience Counselor
Royal High School

William T. Middleton
Work Experience Counselor
Royal High School

TABLE OF CONTENTS

LESSON ONE: HOW MUCH DO YOU KNOW ABOUT YOURSELF

Performance Objectives For Course 1

Career Planning 2

Course Introduction 3

LESSON TWO: SELF-APPRAISAL

Self Appraisal. 4

Important Influences. 5

My Goals In Life. 6

Life Styles And Values. 8

Personal Goals. 9

My Interests. 10

Personal Inventory. 11

Previous Work Record. 12

LESSON THREE: MORE ON INTERESTS

More On Interests 13

LESSON FOUR: SKILLS?

Skills Are Needed 17

Sample Basic Skills Test. 18

Sample Mathematics Test 19

LESSON-ONE

HOW MUCH DO

OU KNOW ABOUT <u>YOU</u>!

Shedding your MASK

PERFORMANCE OBJECTIVES

A. At the end of this course you should be able to make at least a tentative decision on some occupations which you would like to explore after high school or college graduation.

B. You should be aware of some of man's basic needs and improve your understanding of yourself as an individual in terms of personal aptitudes, interests, and the ability to distinguish between short-range and long-range goals.

CAREER PLANNING

Engineer?
NURSE?
Teacher?
Secretary?
CARPENTER?

Your arrow is aimed, but where? As a high school student you are faced with the decision of "which direction do I aim?"

In other words, "What are my plans for after graduation?" "What is my final goal?" "How will I reach it?" "What courses should I be taking?", etc., etc..

First, you must know yourself; know what occupations are available for a person such as yourself; and then know the steps necessary to reach that goal.

EDUCATIONAL AND CAREER PLANNING

INTRODUCTION

These materials are designed to be a self study course. It is important for the individual to keep himself in mind when thinking about his occupational goals.

These materials are designed to give you a chance to learn more about yourself and the world of work. After becoming better acquainted with both of the above, you will want to see if you can find some important factors in each that will give you some direction in moving toward a future goal that you can call a vocation. It is not the purpose of these materials to have you select a specific occupation; but it is hoped that with the information gathered it will help you in planning toward a vocation.

You will be asked to find information about yourself and about different occupations; and then make a comparison between what those occupations require and the qualities that you have, in considering them as a possible occupation for later years. You will have to look at yourself in many different ways and to look at some kinds of work that may be new to you or that you have not considered before. There are no right or wrong answers but instead it may be that you will find the information you obtain to be right or wrong depending on the conditions that surround the situation. You should consider and plan where you would like to go and then work to get there rather than just rely on the work and efforts of others, or the whims of chance.

With this introduction, let's move into the course work and learn more about you, the world of work and how to best get the two together.

SELF-TEST	True	False
1. This course is designed to be a career study for a large group of people.	____	____
2. The purpose of this packet is to help you select a specific occupation.	____	____
3. There are right and wrong answers in career investigation.	____	____
4. You should plan and work toward a career.	____	____

LESSON TWO

SELF-APPRAISAL

Set Goals you CAN Reach

SELF-APPRAISAL

OBJECTIVE

The purpose of this lesson is to help you to better evaluate yourself in terms of your strengths and weaknesses. First you must identify these strengths and weaknesses and this lesson will help you to do this.

INTRODUCTION

You may be wondering why you are being asked to look at yourself when you may feel that you, above all people, know the most about the person you are. We all feel that we know ourselves pretty well and that most of the time we could give the reasons for what we do and say.

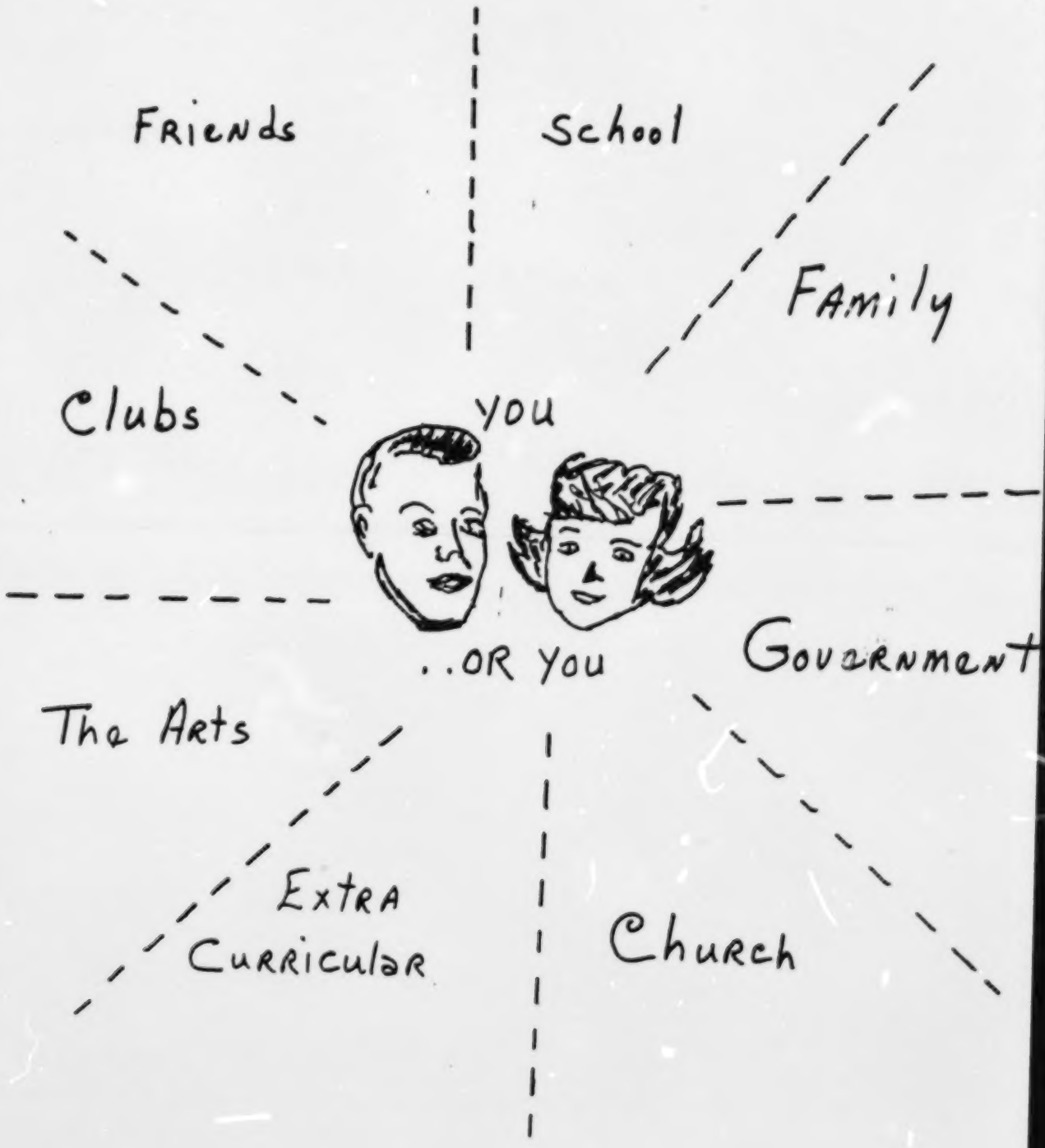
Actually, however, human beings are not always easy to understand. Stop and think for a moment. Aren't there many times when you have acted a certain way or had certain feelings and you couldn't quite be sure why? You may recall times when things were going very well, yet you just became "moody," and for no apparent reason. Also, as with all of us, you have met some people you liked very much right away, others who didn't impress you at all, and in neither case could you really say why.

Most of us have moods once in a while and experience likes and dislikes for different people, activities, and situations. These individual reactions are all considered "normal," they make up your personality, which is everything that makes you an individual, differing in certain ways from everyone else (your habits and attitudes that cause you to act the way you do). And of course, your personality is not fixed for all times; it develops through the years. Every new problem you solve or experience you have helps form your personality.

Since your personality influences everything you do, including your relationship with the people and the world about you, it is important to take a good look at this whole You. By beginning to know more about yourself you can learn how you feel about others and in turn learn how others feel about you. You can get a better idea of the things that really interest you, and what you are best fitted to do--in future years in school and perhaps in the occupation that you will choose.

Most of us are a little afraid of the things we do not know about, and this causes us to hesitate in making decisions or taking action. The picture you have of yourself works in the same way. As you know yourself better you will be better able to make decisions and to set your goals. Why don't you get better acquainted with YOU!

Important Influences That Help Build Our Own Values And Standards



MY GOALS IN LIFE

WHAT DO I WANT TO DO WITH MY LIFE? WHAT SEEMS IMPORTANT TO ME? WHAT DO I WANT TO BE DOING TEN YEARS FROM NOW?

You may not have ready answers to these questions. In fact, you may not have given them much thought. You have been too busy growing up, going to school, learning, playing, working, doing things with friends, and all the other activities that fill our daily lives.

However, whether you know it or not, your high school years are important to your future occupation and way of life. A student your age can be aware of this and can begin the process of intelligently choosing an occupation and making educational plans, trying to think things out in order to make the best choices possible at the time.

Thoughtful choices now, and as you go along, will give you greater freedom of choice later when you may want to do certain things very much. Failure to make such choices can limit you in the things that you can do later.

Usually, you can make better choices for yourself if you have enough of the right information. In making plans for your future education and work you might ask yourself these three questions to find out if you do have enough of the right information:

1. Do I know enough about the ways people make a living? What kinds of jobs exist now and will probably exist in the future that I might be able to choose from? What kinds of schools and other training exist that might prepare me for the job that I choose? What changes have been taking place in jobs and education and how do these changes affect me? (To answer these questions I need "wide" information from many sources.)

2. Do I know myself? What are my interests, abilities, achievements, and values; what are my strengths and my weaknesses; what are my likes, my dislikes; what are the things I want most? (To answer this I need accurate information about myself.)

3. Do I know what I really want to do? What are the goals I can define for myself? I may have several goals, and they will grow and grow and change as I grow and change. (To answer this I need accurate information about myself and about the world of work, and I need to learn how to relate the two.)

You probably don't want to be a "square peg in a round hole," as the saying goes, so there should be some reasonable possibility of "myself" fitting into "the world around me" and then doing what I really want to do.

If this seems reasonable to you, then you may want to give some concentrated thought to "what I really want to do." When you decide what it is that you "really want to do," you then have a goal to work toward.

SELF-TEST	True	False
1. People always understand themselves.	___	___
2. Individual reactions to likes and dislikes for different people, activities, and situations make up a personality.	___	___
3. A personality is fixed for all times.	___	___
.. Personality is a strong influence in your job performance.	___	___
5. Knowing yourself makes decisions easier.	___	___
6. High school is too young to choose a career.	___	___

7. What are three questions to ask to find out if you have enough "right information" to make plans for a career?

1. _____

2. _____

3. _____

LIFE-STYLES AND VALUES

The following list of values suggests the life-style a person prefers according to the importance of each value to the individual. Discuss these values, then rank each one according to its importance to you:

6--GREAT IMPORTANCE

5--IMPORTANT

4--SOME IMPORTANCE

3--UNDECIDED

2--LITTLE IMPORTANCE

1--NO IMPORTANCE

____ 1. To become well known (FAME).

____ 2. To have lots of material things, become wealthy (MONEY).

____ 3. To make decisions for, and control the lives of, other people (POWER).

____ 4. To be active in religion (RELIGION).

____ 5. To be concerned for, and helpful to, others (HUMANISTIC).

____ 6. To do things for and with members of your family (FAMILY).

____ 7. To take special care of your own mental and physical health (HEALTH).

____ 8. To have opportunities for enjoying the beauty of art and music (AESTHETICS).

____ 9. To spend a great deal of time in creative work (CREATIVE).

____ 10. To do things for and with friends (SOCIAL).

PERSONAL GOALS

Goals may be defined as "WHAT I WANT TO DO WITH MY LIFE, WHAT SEEMS IMPORTANT TO ME NOW AND IN THE FUTURE." List on the space below your goals in life.

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

4. _____

_____

_____

5. _____

_____

_____

6. _____

_____

_____

MY INTERESTS

List below some of the activities which you like the best and some which you dislike. Add others in each category if necessary.

1. IN SCHOOL

School Subjects:

Like	Dislike
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

Other School Activities:

Like	Dislike
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____

2. OUTSIDE OF SCHOOL

Like	Dislike
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

3. WHEN I CAN CHOOSE TO DO WHATEVER I WISH I CHOOSE TO _____

_____

_____

_____

4. SOME THINGS WHICH I HAVE NEVER DONE BUT WOULD LIKE TO DO _____

_____

_____

PERSONAL INVENTORY

The questions below may not apply to you. Answer those that do. They are designed to stimulate your interest in thinking about the future.

1. Of the classes you have taken in high school, which type is the most interesting to you?

(a) Science	_____	(g) Physical Ed.	_____
(b) Math	_____	(h) Art	_____
(c) Social Studies	_____	(i) Music	_____
(d) Home Economics	_____	(j) English	_____
(e) Industrial Arts	_____	(k) Foreign Lang.	_____
(f) Business Courses	_____		

2. What does your family want you to do after high school?_____

_____

3. On the basis of your high school grades, how do you think you are rated as a student by your teachers? Underline one:

   (a) Excellent, mostly A's

   (b) Good, mostly B's

   (c) Average, mostly C's

   (d) Poor, but passing, mostly D's and C's

   (e) Not passing, mostly F's and D's

4. What grades do you try to get? _____

5. In general, do you feel you can do college work?_____

6. Have you talked with teachers about your future work?_____

7. Have you talked with someone who does the kind of work you want to do?_____

8. Do you plan to go on to school in the first year after you leave high school?_____

9. Do you plan to get married in the first year after you leave high school?_____

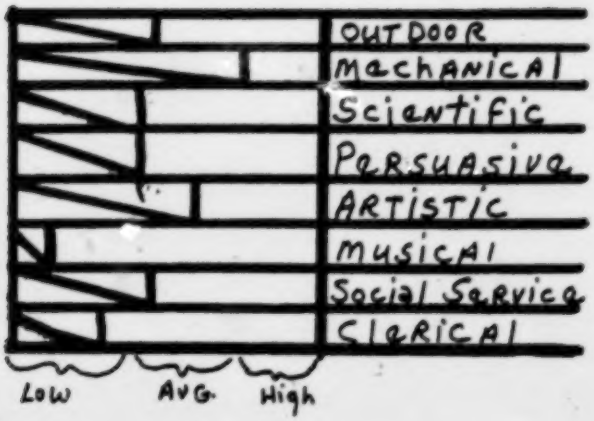
PREVIOUS WORK RECORD

List any jobs you have had (part-time included) and tell what kind of things you did on these jobs. Did you like these jobs? If so, why? If not, why? Be specific. (Use back of page if necessary.)

Example: Job: Box Boy at Safeway
Duties: -Boxed groceries
-Carried out groceries for customers
-Kept bag racks filled
-Kept store clean
Likes: Good pay, pleasant working conditions
Dislikes: Monotony, customers sometimes nasty, etc.

LESSON THREE

MORE ON INTERESTS



INTEREST LEVEL

MORE ON INTERESTS

OBJECTIVE

In this lesson you will try to connect your interests with occupational facts.

INTRODUCTION

An interest is of little value if it is impossible to handle some of the subject matter required to reach a given goal. It becomes necessary for you to bring your abilities, aptitudes, and skills into focus with your interests so that you can use this information for later planning.

We must consider several areas of interest when deciding where, what, and when we will enter into post high school activities. As an example, the girl who is not planning a career might not want to invest as much time in education or training as would the guy or girl who is planning for a life-long career. The person who is planning to enter into graduate study will need to plan his activities differently than the person who is interested in getting his training on the job. The area where one lives is also affected by the training one gets, as is the income, social contacts, the need to be mobile and a whole host of other activities. As much as possible, we need to consider each of these aspects of life as we move through this course.

ASSIGNMENT

Take the California Occupational Preference Survey (commonly called COPS) in the Career Guidance Center. Sign with the Career Guidance Technician for checking out the test. Attach the Profile Sheet to this packet upon completion.

Complete the following pages. When you can benefit from the thinking of others, be sure to ask them for their help.

1. What kinds of activities do you participate in during your spare time?

2. What kind of activities seem to really "turn you on?"

3. Is belonging to social clubs important to you? If so, then what kind? List some examples.

4. Is it important to live or be around your family and/or friends? Why?

5. Would you enjoy moving from one community to another, or would you prefer living in one area for longer periods of time? Why?

6. Does your present community provide what you want, or will you need to consider moving to another location?

7. Describe the type of area in which you would like to live. Give size, part of the country, etc. Be specific.

8. Do you enjoy working indoors or out-of-doors? Under what working conditions?

9. Do you like to work by yourself or with others? Why?

10. Some people are basically outgoing and prefer to be in the company of others most of the time. They enjoy talking with people and are never at a loss for words. They may even find it a special challenge to convince others to see things their way. Such people often make good salespersons and gain much personal fulfillment from this work. Others are not so socially inclined and prefer to be alone much of the time, or perhaps in the company of only one or two others. These people are usually less talkative, less persuasive. They seldom make good salesmen. Many of us have personalities somewhere between these two rather extreme types.

    Some occupations require that you work directly with other people a great deal of the time while other occupations allow infrequent contact with others. Some occupations also require that you work with data, things, or ideas. Whether you are satisfied with a career will depend, in part, upon whether you are well-suited to its demands for working with people, data, things, ideas, or combinations of these relationships.

    Some occupations where you work mostly with <u>data</u> are: Record Clerk, Bookkeeper, Computer Programmer, Engineer, Surveyor, Statistician.

    Some occupations where you work mostly with <u>things</u> are: File Clerk, Auto Mechanic, Machine Tool Operator, Warehouseman, Stock Clerk, Archaeologist.

    Some occupations where you work mostly with <u>people</u> are: Secretary, Receptionist, Waitress, Sales Clerk, Teacher, Social Worker, Medical Personnel.

    Which do you like to work with? Data____ Things____ People____

11. Do you enjoy working with your hands or on academic type problems, or both? Explain.

12. Do you have aspirations to become the best or "at the top" of the vocation of your choice? Explain.

13. What would you like to be if you could be anything in the world? Assume you have the abilities, the finances, and all else that is needed to become anything that you would like to become.

LESSON FOUR

SKILLS ?

Reading!

Writing!

Arithmetic!

SKILLS ARE NEEDED

Skills! What are skills? The swimmer has skills. The model has skills. So does the typist, and the medical technician. So does the mechanic and the body and fender man. All of these are skills. There are thousands of skills--from sweeping a floor to sending hardware into space and back.

You should learn such skills and keep getting skills--all your life. Consider additional schooling. However, there are other skills, too, e.g., the ones we think we have forgotten from childhood, very early learning and schooling. Consider some of them:

The ability to use numbers, math--Keep it alive.
Spelling and vocabulary--Use a dictionary frequently.
Speech--Use words properly, rather than muttering.
Posture--Stand and walk properly.
Presence--What is presence of mind, or body?
Impression given to others--Do we mean to sound angry?
Courtesy--Learning to say, "Thank you." Aware of others.
Honesty--Cheating can become a destructive way of life.
Willingness--The ability not to grumble.
Openness--The right kind of innocence.
Questions--The ability to ask questions.
Thoroughness--Completing a job fully.
Writing--Legibly, or printing if necessary, or typing.
Dress--The whole person. Frequently missed today.
Moderation--When might an extreme approach be valuable?
Humor--Laughter, the funny side.
Shaking hands--Avoid dead-fish or bone-cruncher approach.
Small talk--The importance of.
Patience--Some things take longer than <u>now</u>!

This list is incomplete. The purpose of listing them is to make you aware of how important seemingly small skills are. All of us have them in varying degrees. Be conscious of your strong points and strengthen your weak points.

All of them <u>together</u> make for the good worker. Even the most skillful person alive can get to be a bore to be around if he lacks an overall view of himself, working with others, and awareness of the total impact of the influences he will have where he works.

Most of the items in the above list are what might be called "intangible," or difficult to measure. You should be prepared for other tests, too.

In order to prepare you for the kind of testing of skills you may run into, samples of tests given by some companies follow on the next pages. You may wish to write your answers on a separate scratch sheet of paper so you can take these tests more than once.

Sample Basic Skills Test

A. NUMBER COMPARISON: Instructions - put an X on the line between each pair of numbers or values if they are not exactly alike.

50566110 _____	50566100	29334221 _____	29334421
00321101 _____	32110100	65124783 _____	65132831
$1.66 _____	$11.6	67489321 _____	48923167
477902 _____	477902	99333 _____	93333
7000000 _____	7000000	$1.21 _____	$1.2

B. ARITHMETIC TEST: Instructions - Addition and Subtraction

4-3 = ( )		18-12 = ( )	
6+8 = ( )		12+18 = ( )	
9+7 = ( )		11-3 = ( )	
4+8 = ( )		9+3 = ( )	
3+7 = ( )		13-5 = ( )	

C. SPELLING TEST: Instructions - Each word in this test is spelled three different ways. One of the spellings is correct. Place the number at the head of the column in which the correctly spelled word appears in the space provided at the left.

	1	2	3
( )	dissapeer	disappear	dissappeare
( )	accommodate	acommodate	accomodate
( )	equipped	equipt	equiped
( )	advertize	advertis	advertise
( )	occurred	ocurred	ocurd

D. FILING TEST: Instructions - The names in List A are to be filed in their proper alphabetical order with the names in List B. You will do this by placing the number corresponding to the name in List A in the proper space in List B.

List A

1. Sarnes, R. L.
2. Smith, T. C.
3. Silway, E. W.
4. Samuels, C. N.
5. Story, C. V.
6. Selray, N. D.

List B

( )
Sanderson, B. C.
( )
Sells, D. R.
( )
Selma, A. X.
( )
Selver, C. N.
Silver, P. J.
( )
Slewers, T. M.
( )
Smith, R. G.
( )
Smythe, T. C.
( )

Sample Mathematics Test

Student's Name:_____ Date:_____

A. How much money do you have?

35	$10.00 bills	_____	28	Quarters	_____
63	$5.00 bills	_____	96	Dimes	_____
97	$1.00 bills	_____	24	Nickels	_____
50	Half-dollars	_____	37	Pennies	_____

Total Amount:_____

B. If you have $10.00 in 50¢ pieces, how many 50¢ pieces would you have?

_____

C. If a customer bought $2.10 worth of ties, $4.80 worth of hose, $6.50 worth of hankies and gave you $20.00, how much change would you have to give the customer after you have added a 5% sales tax to the total of the purchases?

Amount of Change:_____

D. Subtract and then add the figures as indicated:

(a)	(b)	(c)
3,075.62	1,495.78	2,340.70
- 249.83	- 624.39	- 472.82
+ 784.25	+ 432.84	+ 934.67

E. Add these figures across and down. Then add the totals across and separately add the totals down. If you are correct, the final answer will be the same.

2	6	1	5	4	1	8	9	=
4	1	7	1	4	6	8	6	=
3	1	5	0	3	2	1	0	=
2	2	4	6	7	1	4	2	=
1	8	2	7	9	1	5	5	=
+								+

F. Arrange the following numbers in order with the smallest number first, the largest number last:

120.3	_____	_____
400.2		
119.2	_____	_____
1.100		
.4000	_____	_____
1.060		
43578	_____	_____
9.459		
23.40	_____	_____
1.090		
670.9	_____	_____
23009		
54.87	_____	_____
457.1		
213.4	_____	_____
.0090		
.5678	_____	_____
5.678		
30985	_____	_____
4.508		
6.309	_____	_____
.0001		
90.90	_____	_____
1.000		
5.600	_____	_____
3.567		
856.1	_____	_____
.0348		